Carol Spitz Dec. 6-10, 2010

Language Arts Plans

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| **Day** | **Goal** | **Input** | **Assessment** |
| Monday | Uses word recognition strategies effectively:  Integrate agreement principles (i.e. subject-verb, pronoun-antecedent) throughout various lengths of written work | Correct voc. and review words from units 4-6  Correct pp. 140-41 in workbook.  Give class time to write two sentence that have a phrase between the subject and verb. Tell them to write both the singular and plural form of the verb. Have volunteers write their sentences on the smart board and pick someone to choose the correct verb. | Student answers  Observation of student responses |
| **Day** | **Goal** | **Input** | **Assessment** |
| Tuesday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of passages  Compose multi-paragraph narratives which contain: descriptive language, sufficient details, and effective sequencing from personal contexts | Review vocabulary test on units 1-6.  With remaining time, students will work on their fictional stories. Rough draft due Friday. | test  student writing  individual conferencing with students about their story |
| **Day** | **Goal** | **Input** | **Assessment** |
| Wednesday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of passages  Apply the rules of advanced mechanics to compound sentences, and in advanced dialogue | Give students time to look at the words in unit 7.  Challenge them to use as many of the words correctly in a sentence as possible.  Assign flash cards for this unit due on Friday.  Explain how to write dialogue correctly with p. 278-279 in text. With a small group or partner, practice with exercise on p. 280  Work on story for homework. | Student responses  Student responses  Student writing |
| **Day** | **Goal** | **Input** | **Assessment** |
| Thursday | Apply the rules of parts of speech in order to convey meaning  Compose multi-paragraph narratives which contain: descriptive language, sufficient details, and effective sequencing from personal contexts | Explain indefinite pronouns. P. 142 in workbook.  Review what the definition of a pronoun is. Ask for examples.  Do the exercise on p. 142 in class.  Students do p. 143 for homework  Remainder of period is a writing period. | Student responses  Workbook page |
| **Day** | **Goal** | **Input** | **Assessment** |
| Friday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of text passages  Integrate agreement principles (i.e. subject-verb, pronoun-antecedent) throughout various lengths of written work  Compose multi-paragraph narratives which contain: descriptive language, sufficient details, and effective sequencing from personal contexts | Check flash cards while students begin working on Completing the Sentence, p. 87 in vocabulary book. Finish for homework.  Correct p. 143. Ask for questions.  Assign p. 144  Remainder of period is a writing period. | Workbook page  Observations of students’ questions.  Workbook page  Conferencing with students about their writing. |